



Report to the Connecticut General Assembly  
Planning and Development Committee

**Apprenticeships and Training Programs for  
Building Code Officials Working Group**

January 2023

Prepared by the Department of Administrative Services

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Commissioner

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## Introduction

To the Distinguished Members of the Planning and Development Committee,

Pursuant to Section 2 of Special Act 22-14, the Department of Administrative Services (DAS) hereby submits this report regarding the development of internship and apprenticeship programs in the building official profession.

Per the Special Act, DAS convened a Working Group to study:

- 1) Expanding coursework and programs in community colleges to provide training to students pursuing careers as building officials;
- 2) Financial and other incentives for such students to pursue such careers; and
- 3) Development of internship and apprenticeship programs for such students, in cooperation with municipalities and regional COGs.

Please note that a separate report will be submitted to the Planning and Development Committee addressing Section 1 of Special Act 22-14 concerning digitizing records relating to the state building code.

Sincerely,



Darren Hobbs  
Director of Regulatory Compliance  
Department of Administrative Services

## Executive Summary

Pursuant to Special Act 22-14, the Department of Administrative Services convened a Working Group and three Focus Groups consisting of subject matter experts in building official education and licensing, building code enforcement, apprenticeship programs, secondary education and local/regional government administration.

The task was to study the potential for a new apprenticeship program for people seeking to become State of Connecticut licensed building officials – known colloquially as “building inspectors” – and any additional educational and financial programs to support it.

The Working Group concluded that an entry level building official category would be beneficial and could be either an *Apprentice* or an *Associate Permit Technician*. Such a new classification would require changes to the existing law that regulates building official licensure.

The Working Group recognized that municipalities are experiencing severe difficulties filling vacant building official positions and that in addition to this entry level concept, additional changes could be made to allow for acceptance of building official credentials from the International Code Council and other states.

Additionally, a recommendation was made that career paths from other professions be created to enable people of allied professions, such as housing code inspection or residential inspection, to become building officials.

For all current and new building official license classifications, it was agreed that less dependency on experience performing or supervising construction would improve recruitment outcomes.

Many of these options would require some form of supplemental education for candidates, about which discussions were held with partners from the state education agencies. Concepts were explored, but further discussion and study is required.

Regarding organization of a potential apprenticeship program, the recommendation is for either the council of governments (COGs) or regional education service center (RESC) to lead on its administration, working in partnership with municipal building departments who would take the apprentices on as employees. Finally, the question of funding sources was discussed, with potential avenues identified as:

- State of CT Regional Performance Incentive Program (RPIP),
- Apprenticeship Connecticut Initiative (ACI),
- U.S. Workforce Innovation and Opportunity Act (WIOA),
- State CareerConneCT,
- U.S. Department of Homeland Security Building Resilient Infrastructure and Communities (BRIC) Grant Program,
- State of Connecticut Code Education Fund, and
- Infrastructure Investment and Jobs Act funding.

Each of the above listed policy options and funding sources have conditions and limitations that require further study.

## Approach

### Working Group

Special Act 22-14 was signed into law by Governor Lamont on May 24, 2022, and the Commissioner of the Department of Administrative Services convened a Working Group to study the options for apprenticeship and training programs for building code officials shortly thereafter.

The Working Group met on the following dates:

- Tuesday, August 23, 2022
- Tuesday, September 13, 2022
- Tuesday, October 18, 2022
- Tuesday, November 15, 2022
- Tuesday, December 13, 2022

Additionally, the Working Group elected to use Focus Groups to study certain topics in more detail.

### Working Group Members

The Special Act required that the Office of Education and Data Management within the Department of Administrative Services, in consultation with the Office of Higher Education, Office of Apprenticeship Training within the Labor Department, Connecticut Building Officials Association and one or more administrators of the regional community-technical college system, study the development of internship and apprenticeship programs in the building official profession.

The members and attendees of the Working Group were:

- Darren Hobbs, *Director of Regulatory Compliance, Department of Administrative Services*
- Melissa Conway, *Director of Special Projects, Department of Administrative Services*
- Omarys Vasquez, *State Building Inspector, Department of Administrative Services*
- Bonnie Becker, *Interim Director, Office of Education and Data Management, Department of Administrative Services*
- Michael Fullerton, *Director, Office of Education and Data Management, Department of Administrative Services*
- Timothy Larson, *Executive Director, Office of Higher Education*
- Todd Berch, *State Apprenticeship Director, Department of Labor*

- Jim Rupert, *Immediate Past President, Connecticut Building Officials Association; Building Official, Bolton*
- Matt Hart, *Executive Director, Capitol Region Council of Governments*
- Elizabeth Sanderson, *BIL Coordinator/Principal Program Manager, Capitol Region Council of Governments*
- Peter Souza, *Town Manager, Town of Windsor; Municipal Services Committee, Capitol Region Council of Governments*
- William Nash, *Senior Regional Manager, Government Relations, International Code Council*
- Representative Christine Goupil, *State Representative, District 35*
- Sam Gold, *Executive Director, Lower River Valley Council of Governments*
- Jeffrey Pooler, *Building Official, Southington; President, Connecticut Building Officials Association*
- Daniel Loos, *Building Official, West Hartford; Chair, Building Code Training Council*
- Karo Shakhnazarov, *Strategic Planning and Coordination Assistant, Capital Workforce Partners*

### Working Group Discussion

The initial discussions by the Working Group, which included the Special Act’s sponsors and supporters, highlighted the following principal drivers behind the creation of Special Act 22-14:

- To address the challenges faced by municipal building departments seeking to fill building official and other key positions that support building code enforcement; and
- To enhance the now limited pipeline of new building officials entering the marketplace.

In discussing those broad considerations, the Working Group members recognized the need to increase the number of pathways into the building official profession and to address equivalencies for the minimum training and experience requirements:

- Current state statute requires building officials to have a minimum of 3-5 years of experience in the construction field to take the licensure exam. An apprenticeship program would support candidates in building this experience.
- Building officials continue to retire across municipal departments. An apprenticeship and training program would build individuals with expertise and increase the pool of eligible building code officials.
- Smaller municipalities don’t have a need for a full-time building code official; building regional code official pools could provide a flexible staff supply chain.

The Working Group reviewed these issues at a high level, before electing to form Focus Groups to go into more detail.

### Focus Groups

The Focus Groups included individuals from the Working Group membership, along with additional subject matter experts, and considered these specific subjects:

- 1) Education;
- 2) Training and Statutes; and
- 3) Financial and other incentives.

The Focus Groups met throughout the months of September, October, and November and delivered their findings and recommendations to the larger Working Group at the November 15, 2022, meeting. A summary of each Focus Group follows.

### Education Focus Group

The Education Focus Group met several times to:

- 1) Examine the current International Code Council (ICC) certifications and Connecticut equivalency option(s);

- 2) Engage with community colleges, trade, and technical schools & review existing or proposed construction related careers and curriculum; and
- 3) Collaborate with other groups, as required, to review findings and coordinate opportunities for education/funding.

The membership (details below) had crossover with other Focus Groups to ensure collaboration.

### Membership

- Darren Hobbs, *Director of Regulatory Compliance, Department of Administrative Services (DAS)*
- Melissa Conway, *Director of Special Projects, Department of Administrative Services (DAS)*
- Timothy Larson, *Executive Director, Office of Higher Education*
- Jim Rupert, *Immediate Past President, Connecticut Building Officials Association; Building Official, Bolton*
- Jim Perras, *Chief Executive Officer, Home Builders and Remodelers Association of Connecticut*
- Daniel Loos, *Building Official, West Hartford; Chair, Building Code Training Council*
- William Nash, *Senior Regional Manager, Government Relations, International Code Council*
- Michael Fullerton, *Director, Office of Education and Data Management (OEDM), DAS*

Additional contributors:

- Keith Norton, *Chief Strategic Planning Officer, Connecticut State Department of Education*
- Dr. James Lombella, *President, Region Two, Connecticut State Colleges and Universities*
- Dr. Rai Kathuria, *Provost & Senior Vice President for Academic Affairs, Connecticut State Colleges & Universities (CSCU)*
- Diane Bordonaro, *Regional Workforce Development Officer, Capital-East Region, Connecticut State Colleges & Universities*

### Findings

The Education Focus Group recommended recognition of International Code Council (ICC) certifications and recognized that acceptance would require additional criteria to be satisfied, especially regarding experience prerequisites and familiarity with Connecticut-specific matters. (See below).

With regard to existing or proposed construction related careers and curriculum, the *Education* focus group expanded its membership to include Connecticut State College and Universities (CSCU), Department of Education (SDE) and Office of Higher Education (OHE) representatives, and discussed existing academic opportunities and additional potential avenues. (See below).

#### International Code Council (ICC) Equivalency

The International Code Council is the preeminent building code organization in the United States and is principally known for its building code publications. It also provides testing and certification of individuals' building code knowledge.

The State of Connecticut does not currently recognize the ICC certifications, or those of other states, when approving individuals as code officials who can practice in Connecticut, and instead sets and tests applicants against its own criteria. The current Connecticut building official licensure categories are established in Connecticut General Statutes and Regulations of Connecticut State Agencies (listed below).

The Focus Group compared current ICC certifications and Connecticut licensure criteria to explore equivalency options. The most significant gap identified is that the Connecticut licensure categories require either three- or five-years' experience of performing construction or supervising construction before an individual is able to sit for pre-licensure training or the licensure examinations, whereas the ICC certifications do not. Otherwise, the two certifications are largely technically equivalent.

The Focus Group recommended maintaining an experience requirement, but expanding the requirement beyond hands on construction-specific experience to allow for other pathways from related professions, and also recommended allowing for acceptance of the ICC certifications as alternatives to the Connecticut pre-licensure training or examinations.

These changes would require amendments of Connecticut General Statutes (CGS) and the Regulations of Connecticut State Agencies (RCSA), where the current Connecticut Licensure requirements are found to be incompatible.

The model codes that are tested against for each licensure classification are:

- International Building Code (IBC), by ICC
- International Residential Code (IRC), by ICC
- International Existing Building Code (IEBC), by ICC
- International Energy Conservation Code (IECC), by ICC
- International Plumbing Code (IPC), by ICC
- International Mechanical Code (IMC), by ICC
- International Swimming Pool and Spa Code (ISPSC), by ICC
- A117.1 – Accessible Buildings and Facilities (A117.1), by ICC
- National Electrical Code (NEC), the National Fire Protection Association (NFPA)

Those model codes are reflected in the following comparison of Connecticut licensure and ICC certification requirements:

<b>Connecticut License</b>	<b>CGS or RCSA</b>	<b>Experience Required per C.G.S. &amp; R.C.S.A.</b>	<b>Model Code Portions</b>	<b>ICC Certifications</b>
<b>Building Official (BO)</b>	CGS 29-261	5 years construction, design, supervision	IBC, IRC, IEBC, IECC, IPC, IMC, ISPSC, A117.1, NEC	CBO (Management, Codes, Legal) + electrical code exams
<b>Provisional Building Official (BO)</b>	RCSA 29-262-3b	5 years construction, design, supervision	In Connecticut, this allows for 90-days to pass the BO exam	No direct ICC equivalent
<b>Assistant Building Official (ABO)</b>	CGS 29-261	3 years construction, design, supervision	IBC, IRC, IEBC, IECC, IPC, IMC, ISPSC, A117.1, NEC	No direct ICC equivalent
<b>Residential Building Inspector</b>	RCSA 29-262-5b	5 years construction, design, supervision, one and two family detached dwellings	IRC, NEC (residential)	B1 (Residential building inspector)
<b>Construction Inspector (CI)</b>	RCSA 29-262-11b	3 years experience in building construction	IBC (non trades) IRC (non trades)	B2 (Commercial inspector)

<b>Electrical Inspector (EI)</b>	RCSA 29-262-8b	Possession of CT DCP E-1 or E2 license for 2 or more years	NEC	Residential Electrical (E1) and Commercial Electrical (E2)
<b>Mechanical Inspector (MI)</b>	RCSA 29-262-7b	Possession of CT DCP P-1 or P-2 AND possession of S-1 or S-2	IRC (M), IMC	Residential Mechanical (M1) and Commercial Mechanical (M2)
<b>Plumbing Inspector (PI)</b>	RCSA 29-262-9b	Possession of CT DCP P-1 or P-2 license for 2 or more years	IRC (P), IPC	Residential Plumbing (P1) and Commercial Plumbing (P2)
<b>Heating and Cooling Inspector</b>	RCSA 29-262-10b	Possession of CT DCP S-1 or S-2 license for 2 or more years	IMC	
<b>Plan Review Technician</b>	RCSA 29-262-6b	3 years experience in construction or code interpretation / enforcement	IBC, IRC, IEBC, IECC, IPC, IMC, ISPSC, A117.1, NEC	Building Plans Examiner
<b>[NEW] Permit Technician</b>	Proposed new classification			Permit Technician
<b>[NEW] Apprentice</b>	Proposed new classification			No direct ICC equivalent

Additionally, the Focus Group recognized that the ICC certifications do not have experience prerequisites, and if the ICC certifications were to be accepted towards Connecticut building official licensure, it would have to be in conjunction with Connecticut-specific experience prerequisites.

The Focus Group acknowledged that most current Connecticut experience prerequisites are construction-centric, which narrows the talent pool to people who have either performed or supervised construction.

It was noted that similar experience is not required to design a building, such as for an architect or engineer, and therefore questioned why that was critical to become a building official. The Focus Group recommended exploring alternative combinations of education and experience to open up building official opportunities to a range of other people.

**Construction Related Careers and Curriculum**

The group also engaged with the Office of Higher Education (OHE), the State Department of Education (SDE), and the Connecticut State College and Universities (CSCU) system to better understand educational programs that are currently available to provide foundational instruction in construction, design, and related fields, as well as to discuss options for building code specific educational programs.

Some discussion was held on current programs, but a deeper review of the programs’ curricula is required. The Focus Group recommends doing that review in a future phase of this initiative.

Beyond the existing programs, the education partners in the Focus Group indicated that they could develop custom programs with educational standards and criteria as required for a potential apprenticeship training program. Much of the cost involved with a custom program is in the curriculum development. Examples include a

custom program for Eversource to build a Natural Gas Technician program. The group recognized that there must be a high enough demand for building official apprentices in order to make an associated training program viable. The group estimates that there is currently a high need for building officials, but this need will plateau over the next 3-4 years once positions are filled across municipalities.

There is still more to learn about community colleges, trade, and technical schools as support for apprenticeship and training programs. The Education Focus Group recommends that the larger Working Group continue to meet in order to conduct an analysis of the current building official workforce, map out requirements and available experience options, and identify if there is a role for technical high schools, community colleges and/or state universities in creating apprenticeship and training programs for building code officials.

## Training and Statutes Focus Group

The Training and Statutes focus group met several times to:

- 1) Examine changes to statutory and regulatory language to potentially allow an apprenticeship path;
- 2) Examine criteria and framework for documenting comprehensive experience prior to an individual earning a building official license; and
- 3) Collaborate with other groups, as required, to review findings and coordinate opportunities for education/funding.

The membership (details below) had crossover with other focus groups to ensure collaboration.

### Membership

- Omarys Vasquez, *State Building Inspector, Department of Administrative Services*
- Daniel Loos, *Building Official, West Hartford; Chair, Building Code Training Council*
- Jim Rupert, *Immediate Past President, Connecticut Building Officials Association*
- Jeff Pooler, *Building Official, Southington; President, CT Building Officials Association*
- William Nash, *Senior Regional Manager, Government Relations, International Code Council*
- Todd Berch, *State Apprenticeship Director, Department of Labor*
- Michael Fullerton, *Director, Office of Education and Data Management, Department of Administrative Services*

### Findings

The Training and Statutes Focus Group reviewed the following specific topics:

1. Current pathways into the building official profession.
2. International Code Council (ICC) certifications, including availability of training for the certifications.
3. Apprenticeship training requirements, including type of training and number of hours, and industry support and recognition.
4. Statutory and regulatory framework, in terms of current restrictions and potential changes.

#### Current Pathways into the Building Official Profession

The Focus Group reported that all current pathways to becoming a building official require experience performing or supervising construction or being licensed in the related trades, such as electrical, plumbing and mechanical.

With no pathway for non-construction-experienced people, early professionals or people with varying experience cannot easily become building officials. The Focus Group was joined by two municipal building department *permit technicians*, who reported on their experience on the front line of building permit application intake, vetting and review, and their ambitions to take the next step in the building official profession. There is no current pathway for permit technicians to move up in the building official profession, and the Focus Group recommended this be a priority to address.

The group discussed that Connecticut does not currently have a *permit technician* licensure category, so the Focus Group recommended changing current law to add a permit technician category and to establish a pathway to the next Connecticut licensure category, *plan review technician*. It was noted that ICC does have a *permit technician* certification, and this should be recognized by Connecticut with some additional testing on Connecticut-specific code administration requirements.

For people wishing to enter the building official profession with no prior relevant experience, such as recent graduates or individuals from other professions, there is an opportunity to create a potential entry point through an additional classification of either “apprentice” or “associate permit technician”. This would require changes to the Connecticut building official licensure law.

The acceptable experience and/or education for the apprentice/associate permit technician position could be a combination of technical high school diploma or a general high school diploma followed by successful completion of the existing DAS Office of Education and Data Management pre-licensure training program (PLTP). The PLTP is currently an in person, two day a week course that runs for approximately 6-months. Appropriate experience or education minimums for an apprentice or associate permit technician requires further study.

International Code Council (ICC) Certifications.

It was reported to the Focus Group that there are no specific required training programs to support candidates seeking to take the ICC certification exams. There are piecemeal ICC education programs available, but not a comprehensive program built around the certification exams. Candidates are required to self-study and identify their own training opportunities.

Apprenticeship Training

An apprenticeship training program is recommended to bridge the gap between the permit technician licensure category and the next licensure level above. Additional research and development are required for the creation of measurable metrics; identification of the required skills and on-the-job paid mentored experience training; and reporting structure and requirements. Additional resources, such as the Registered Apprenticeship Programs (RAP) approved by the CTDOL Office of Apprenticeship, should be reviewed for the creation and/or adoption of specific program elements.

The Focus Group reported that completion of the apprenticeship training program should be one of the alternative pre-requisites to applying for one, or more, of the other licensure exams, such as Residential Building Inspector or Assistant Building Official, relative to the required experience criteria. The inclusion of the permit technician licensure category should also be factored into the required experience metrics as an alternative to some of the apprenticeship training experience requirements.

For an apprenticeship training program to succeed, there must be a list of identifiable required skills and competent on-the-job experience, that align with the minimum knowledge and ability requirements recognized by the DAS Office of Education and Data Management (OEDM). A reporting log, to capture this experience, should be created for the individual to validate their experience for submission to OEDM as a prerequisite to applying for the licensure exam(s).

Statutory and Regulatory Framework

The current building official license categories are split between statute and regulation (see the Education Focus Group section above for specific references).

The *building official* and *assistant building official* license requirements are found in statute, while all others are found in regulation. This is a noteworthy distinction because the license types that are covered in regulation require the completion of high school, whereas those in statute do not.

The Focus Group recommended aligning all existing and proposed building official licensure categories to require the same baseline – completion of high school for example – and locating all of them either in statute or regulation, however this requires further study.

## Financial and Other Incentives Focus Group

The Financial and Other Incentives Focus Group met several times to review the challenges and opportunities related to training and apprenticeship programs for building code officials. Listed below are various funding sources that could potentially be used to establish a Regional Apprenticeship Program (“Program”) that would help resolve the critical shortage of Building Code Officials in Connecticut.

### Membership

- Matt Hart, *Executive Director, Capitol Region Council of Governments*
- Elizabeth Sanderson, *BIL Coordinator/Principal Program Manager, Capitol Region Council of Governments*
- Peter Souza, *Municipal Services Committee, Capitol Region Council of Government*
- Benjamin Hensley, *Strategic Development & Initiative Coordinator, Capitol Workforce Partners*
- Karo Shakhnazarov, *Strategic Planning and Coordination Assistant, Capitol Workforce Partners*
- Melissa Conway, *Director of Special Projects, Department of Administrative Services*

### Findings

The Focus Group’s proposal is that the state establish a statewide or regional apprenticeship program to be administered by a council of governments (COG) or regional education service center (RESC). Under the proposal, the COG/RESC would contract with a program manager or coordinator to operate a 6-week pre-apprenticeship program, followed by a 4-year apprenticeship program to oversee the training and placement of the enrolled apprentices/trainees. The program manager would work closely with the building official in each participating municipality to ensure that the assigned apprentices complete their training in a timely and thorough manner.

### Program Outline

Under the proposed apprenticeship program, participating municipalities would employ one or more apprentices and pay a percentage of the expenses for the apprentice’s salary, fringe, and training supplies. Apprentices would be treated as full-time municipal employees for the purposes of workers compensation, general liability, unemployment compensation, and related expenses, and the participating municipality would bear those expenses in full.

The program sponsor (COG or RESC) would seek state, federal, or other applicable resources to cover the balance of program expenses, including the cost of the program manager and related administrative expenses.

Participating apprentices would be required to commit to the program and endeavor to complete the required training in the prescribed timeframe.

The conceptual apprenticeship program as outlined above could be used to attract a talented and diverse set of candidates to serve as the future of this critical profession.

### Conceptual Program Budget

The Focus Group drafted a three-year hypothetical budget modeled in part on the state’s Regional Performance Incentive program (RPIP) (see Exhibit A). The model consists of an initial program with six participating apprentices. In year one, participating municipalities would finance 25% of the salary and fringe for their assigned apprentice(s). The municipal share of the apprentice’s salary and fringe would increase to 50% in year two, and 75% in year

three. The model assumes that the participating apprentices would be fully certified and licensed by their fourth year of employment.

The group identified this as a conceptual budget with challenges, limitations, and areas needing further study. Additional study is needed on the cost of the program, salary estimates, and the size of an apprenticeship cohort that would be interested in such a program.

Building officials identified that a key challenge with the conceptual budget is estimating a realistic starting salary for an apprentice. An apprentice salary must take into account municipality size and existing salary structures for qualified building officials. The current salary structure, especially in smaller municipalities, would place an apprentice at a much lower salary than indicated in the conceptual budget in Exhibit A.

The budget from Exhibit A was estimated based on workforce data and was set at a rate to incentivize apprentices and trainees into such a program. Sample salaries include the State of Connecticut's *Skilled Trades Apprentice* (40-hour) position. This position has a salary range of \$50,000-\$65,000. In many municipalities, especially smaller municipalities, qualified building official position salaries start around \$60,000. In the model in Exhibit A, the apprentice would be paid more than the qualified building official in municipalities where the building official salary is on the lower end of the scale.

As of this report, the group identified several options to remedy this issue: 1) The building official apprenticeship salary should be lower than indicated in Exhibit A; 2) The minimum salary for a qualified building official would need to be increased which could have collective bargaining implications; or 3) an apprenticeship program would have to create a new budget model with a graduated approach based on value added to the organization or a per capita fee approach.

Although the group does not yet have solutions to these challenges, limitations, and unknowns, the Working Group felt it was important to include this budget example to demonstrate a possible apprenticeship program approach.

#### Potential Funding Sources

Below is a list of potential funding sources for the program, as identified by the financial and other incentives Focus Group:

**State of CT Regional Performance Incentive Program (RPIP)**, administered by the State Office of Policy and Management (OPM). In FY2022, \$5 million in funding is available statewide. Each approved grant may be up to three years in duration, with a required match of 25% in year 1, 50% in year 2, 75% in year 3.

The Program would need to be self-funded by no later than the start of the fourth year. OPM anticipates future grant rounds to follow a similar timeline and process. Competitive applications would demonstrate the following:

- Potential to lower tax property burdens
- Produce measurable economies of scale
- Provide desired or required public services
- Lower the costs and tax burdens associated with the provision of such services

#### *Recommended Next Steps:*

- Prepare application for submission to the Office of Policy and Management (applications are received on a rolling basis until funds are committed).

#### *Limitation:*

- State funding ends in year four, so the COG/RESC and the participating municipalities would need to assume responsibility for funding the Program in its entirety following the expiration of the grant.

**Apprenticeship Connecticut Initiative (ACI)**, administered by the Connecticut State Department of Labor (DOL). Approximately \$35 million in bond-funded resources remains to support Registered Apprenticeship and Pre-Apprenticeship training in CT. The purpose of the initiative is to develop workforce pipeline programs to train qualified entry-level workers for job placement with manufacturers and employers in other industry sectors in the state that are experiencing sustained workforce shortages. Based on experience, ACI could fund approximately \$3,500 in training and \$1,000 in participant supports for each apprentice.

*Recommended Next Steps:*

- Obtain data demonstrating sustained workforce shortages related to public sector building code officials.
- Prepare a proposal to Labor Commissioner and/or Office of Workforce Strategy (OWS) requesting confirmation that that the Program is eligible for ACI through Capital Workforce Partners (CWP) as the North Central Workforce Development Board.
- Collaborate with DOL, OWS, and CWP on a proposal for submission to the State Bond Commission requesting that additional funding be authorized to ACI, or other similar initiative, beyond 2023.

**U.S. Workforce Innovation and Opportunity Act (WIOA) Funding**, administered by the U.S. Department of Labor Employment and Training Administration, and locally available through American Job Centers (AJC), operated by Capital Workforce Partners (CWP) and other Workforce Development Boards. To be eligible for WIOA funding opportunities, and other core AJC services, the Program would need to be included on the **Eligible Training Provider List (ETPL)**.

*Recommended Next Steps:*

- Define clear parameters and credential-based outcomes about the training program.
- Provide detailed information about the training provider, or certify the Program as a Registered Apprenticeship with CT DOL.
- Collaborate with CWP to complete an application requesting the Program be added to the ETPL.

**State CareerConneCT**, administered by OWS using federal American Rescue Plan Act (ARPA) funds. OWS has awarded the Northwest Regional Workforce Investment Board funding for development of the Green Jobs Sector statewide, with CWP leading as the regional implementation partner for North Central CT.

*Recommended Next Steps:*

- Define clear parameters and credential-based outcomes about the training program.
- Provide detailed information about the training provider.
- Collaborate with CWP to complete an application requesting the Program be added as an eligible entity to receive funding.

*Limitation:*

- Funding is limited to short-term initiatives and can fund ~16 weeks of training. This could be used to fund a pre-apprenticeship (introductory) program, with \$5,000 allocated in tuition per participant.

**U.S. Department of Homeland Security Building Resilient Infrastructure and Communities (BRIC) Grant Program**, administered by FEMA. In FY2022, \$2.295 billion in financial assistance is available to applicants for activities like Capability- and Capacity-Building that “enhance the knowledge, skills, expertise, etc., of the current workforce to expand or improve the administration of mitigation assistance.” One of the guiding principles of the program is to

support the adoption and enforcement of building codes, standards, and policies that will protect public health, safety, and general welfare, and have long-lasting impacts on community risk reduction. The most recent solicitation included priorities such as “increase funding to applicants that facilitate the adoption and enforcement of the latest published editions of building codes.” Competitive applications will adhere to additional principles and evaluation criteria, which are further described in the Notice of Funding Opportunity.

*Recommended Next Steps:*

- Contact Ken Dumais, CT State Hazard Mitigation Officer, Division of Emergency Management and Homeland Security (DEMHS) to discuss eligibility of funding an apprenticeship program under BRIC.
- Complete an application to FEMA and/or State Division of Emergency Management and Homeland Security (DEMHS) requesting funding for eligible costs for the Program.

*Limitation:*

- Municipalities would have to include their building code digitization goals into a FEMA-approved mitigation plan.

**Code Education Fund.** In an effort to support public safety, in the 1990s the legislature established a special fund that covers the cost of training specific to the State Building and Fire Codes. This fund, administered by the Department of Administrative Services, is titled the *Code Education Fund* and is funded by assessments on the construction value of local building permits. The current rate of assessment is 26 cents per \$1,000 of construction value. The potential for this fund to be used to help finance a regional apprenticeship program on a more permanent basis should be explored further, to provide an option after the expiration of a RPIP grant or another time-limited grant program.

*Recommended Next Steps:*

- Review existing Code Education Fund revenues and expenditures and determine if there are sufficient funds available to finance an apprenticeship program or if an increased assessment would be needed to fund the program, and propose any needed related legislative changes.

**Infrastructure Investment and Jobs Act (IIJA)/Bipartisan Infrastructure Law (BIL).** Under Sec 40512 of the Infrastructure Investment and Jobs Act, \$10 million is available nationally for higher education institutions to establish building training and assessment centers to:

- Identify opportunities for optimizing energy efficiency and environmental performance in buildings;
- Promote the application of emerging concepts and technologies in commercial and institutional buildings;
- Train engineers, architects, building scientists, building energy permitting and enforcement officials, and building technicians in energy-efficient design and operation;
- Assist higher education institutions in training building technicians;
- Promote research and development for the use of alternative energy sources and distributed generation to supply heat and power for buildings; and
- Coordinate with others.

## Summary of Recommendations

- DAS’ Office of Education and Data Management (OEDM) will continue to meet with relevant stakeholders, including continuing in a Working Group format if necessary. OEDM will:

- Craft suggestions for statutory and/or regulatory language changes to create an apprenticeship classification within state statutes. The training and statutes Focus Group met and reviewed statutory / regulatory changes to enable building official apprenticeship programs. Since building officials perform a critical life safety function, OEDM and the State Building Inspector must ensure that there are appropriate minimum qualifications and training requirements before finalizing these recommendations. OEDM and the State Building Inspector will plan for recommendations in advance of the 2024 legislative session.
- Survey current education and training course curriculums across state universities, community colleges and technical high schools.
- Narrow in on potential funding sources for apprenticeship and training programs. Plan for support of regional apprenticeship and training initiatives.
- Capitol Region Council of Governments (CRCOG) will collaborate with DAS' Office of Education of Data Management, as well as other relevant stakeholders, including but not limited to the Department of Labor's Office of Apprenticeship Training, to continue to conceptualize and administer a regional apprenticeship program.

## Exhibit A – Regional Apprenticeship Program Budget

### Regional Apprenticeship Program Budget - Year 1

Expense	Salary	Fringe	Training	Sub-total	Municipal Share
Director/coordinator	\$ 75,000	n/a		\$ 75,000	
Training Support	\$ 25,000	n/a		\$ 25,000	
Apprentice	\$ 60,000	\$ 24,000	\$ 1,200	\$ 85,200	\$ 21,300
Apprentice	\$ 60,000	\$ 24,000	\$ 1,200	\$ 85,200	\$ 21,300
Apprentice	\$ 60,000	\$ 24,000	\$ 1,200	\$ 85,200	\$ 21,300
Apprentice	\$ 60,000	\$ 24,000	\$ 1,200	\$ 85,200	\$ 21,300
Apprentice	\$ 60,000	\$ 24,000	\$ 1,200	\$ 85,200	\$ 21,300
Apprentice	\$ 60,000	\$ 24,000	\$ 1,200	\$ 85,200	\$ 21,300
	<u>\$ 460,000</u>	<u>\$ 144,000</u>	<u>\$ 7,200</u>	<u>\$ 611,200</u>	<u>\$ 127,800</u>

**Municipal**  
**Share**      \$ 127,800  
**COG Share**    \$ 483,400

### Regional Apprenticeship Program Budget - Year 2

(Assumes 5% increase for apprentice salary & fringe; 3% increase for other expenses)

Expense	Salary	Fringe	Training	Sub-total	Municipal Share
Director/coordinator	\$ 77,250	n/a		\$ 77,250	
Training Support	\$ 25,750	n/a		\$ 25,750	
Apprentice	\$ 63,000	\$ 25,200	\$ 1,236	\$ 89,436	\$ 44,718
Apprentice	\$ 63,000	\$ 25,200	\$ 1,236	\$ 89,436	\$ 44,718
Apprentice	\$ 63,000	\$ 25,200	\$ 1,236	\$ 89,436	\$ 44,718
Apprentice	\$ 63,000	\$ 25,200	\$ 1,236	\$ 89,436	\$ 44,718
Apprentice	\$ 63,000	\$ 25,200	\$ 1,236	\$ 89,436	\$ 44,718
Apprentice	\$ 63,000	\$ 25,200	\$ 1,236	\$ 89,436	\$ 44,718
	<u>\$ 481,000</u>	<u>\$ 151,200</u>	<u>\$ 7,416</u>	<u>\$ 639,616</u>	<u>\$ 268,308</u>

**Municipal**  
**Share**      \$ 268,308  
**COG Share**    \$ 371,308

**Regional Apprenticeship Program Budget - Year 3**

**(Assumes 5% increase for apprentice salary & fringe; 3% increase for other expenses)**

Expense	Salary	Fringe	Training	Sub-total	Municipal Share
Director/coordinator	\$ 79,578	n/a		\$ 79,578	
Training Support	\$ 26,523	n/a		\$ 26,523	
Apprentice	\$ 66,150	\$ 26,460	\$ 1,273	\$ 93,883	\$ 70,412
Apprentice	\$ 66,150	\$ 26,460	\$ 1,273	\$ 93,883	\$ 70,412
Apprentice	\$ 66,150	\$ 26,460	\$ 1,273	\$ 93,883	\$ 70,412
Apprentice	\$ 66,150	\$ 26,460	\$ 1,273	\$ 93,883	\$ 70,412
Apprentice	\$ 66,150	\$ 26,460	\$ 1,273	\$ 93,883	\$ 70,412
Apprentice	\$ 66,150	\$ 26,460	\$ 1,273	\$ 93,883	\$ 70,412
	\$ 503,000	\$ 158,760	\$ 7,638	\$ 669,399	\$ 422,474

**Municipal Share**      \$    422,474  
**COG Share**      \$    246,925